



**West Tytherley CE Primary School**

**BEHAVIOUR POLICY**

**Reviewed: September 2022**

**Next Review: September 2024**

**Signed on behalf of the Governing Body**

**Derek Smith Date: September 2022**

### **Rationale**

This policy sets out the expectations of behaviour at West Tytherley CE Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes towards learning.

We have consistently high expectations of behaviour throughout the school and our behaviour policy is closely linked to our Christian values of **Care, Trust, Respect and Responsibility**. All members of staff are committed to creating a calm and safe learning environment in which each child is able to develop their skills, talents and experience success.

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We believe that all relationships should be based on fairness, honesty, courtesy and consideration. The Behaviour Policy is therefore designed to encourage the way in which all members – pupils, staff, parents/carers and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where health and well-being of individuals is paramount.

This is shared with the children through the language 'Ready, Respectful, Safe.'

### **Statement of Intention**

**We aim to:**

- ❖ Promote a positive ethos in the school through clear and consistent boundaries which encourage a shared understanding of the values which underpin our school ethos.
- ❖ Create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- ❖ Help pupils develop self-respect, self-control and accountability for their own behaviour

- ❖ Promote self-esteem and resilience through success, positive relationship and awareness of how our behaviour impacts on ourselves and others
- ❖ Prevent bullying
- ❖ To encourage the partnership between home and school

In order for children to achieve their maximum potential, socially, emotionally and academically in school, they must feel safe from physical and verbal aggression and disturbance and feel happy and secure.

It is the responsibility of every adult in school to ensure that children understand what is expected of them in terms of behaviour. We have a whole school approach to behaviour and discipline and we ensure that behaviour standards are consistent throughout the school.

## **Shared Principles of Behaviour Management**

*This policy is based on the following principles:*

- We believe in giving every child support and respect
- We believe that all behaviour is communication, so every effort is made to understand it.
- Consequences begin with an educational conversation that aims to support and improve a child's behaviour. A further educational consequence may also be given.
- Protective consequences may also be given, when appropriate, and the rationale behind them shared with the child.
- All responses to unwanted behaviour should be immediate, appropriate and consistent.
- Adults will always behave in a way that is consistent, calm and fair. This is in line with our Staff Code of Conduct and Teacher Standards.

## **Ready, Respectful, Safe**

Following work with pupils and staff based on the work of Paul Dix, we have adopted the words to share with the children:

Ready- are we prepared to learn, move to the next activity, access the next step?

Respectful- are we treating everyone in our school in a respectful manner?

Safe- are we, at all times, keeping ourselves and others safe?

## **Class Rules**

Each class collaborates to write their own 'Class Charter' every year which is based on mutual respect, care for others and the environment and support for learning. These are signed by all children and displayed in classrooms. Establishing a class charter, helps to promote positive relationships, so that everyone can work together with the common purpose of helping everyone to learn.

## **Recognition and Rewards**

At West Tytherley, we seek to give as much praise and encouragement as we can. We have many positive reinforcements which help to steer children towards good behaviour. Positive reinforcement promotes self-confidence which in turn promotes learning.

These include:

- House point systems
- Class rewards (Dojo points, special prizes or class treats)
- Reporting good behaviour to parents through positive note home or positive telephone call
- Public acknowledgement for improved behaviour, exceptional effort etc., through the achievement assemblies
- Headteacher awards
- Use of stickers and reward stamps
- Staff other than their class teachers may praise individuals, groups and classes as appropriate
- Having responsibilities either in class or in the school in general
- Having work displayed in the classroom or around the school
- Sticker charts and behaviour contracts for individuals to promote positive behaviour
- Letters sent home to parents/carers when targets have been met.

### **Consequences for inappropriate behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating, unless the behaviour is serious enough to warrant a Senior Leader's involvement.

In line with our 'Behaviour Blueprint' (**Appendix 1**), Staff should manage inappropriate behaviour by using 'stepped' sanctions and these should be followed through in private rather than in front of the whole class. It is assumed that numerous 'drive bys' will have taken place prior to using these steps.

#### **1. The reminder**

A reminder of the expectations for learners (referring to the 6 rules and 4 School Values) are delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

#### **2. The warning**

A clear verbal warning, delivered in private to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

What a scripted 30 second intervention might look/sound like at this stage:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*We resist endless discussions around behaviour and spend our energy returning learners to their learning.*

### **3. Last Chance**

- ❖ The learner is asked to speak to the teacher away from others.
- ❖ Boundaries are reset.
- ❖ Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- ❖ Learner is given a final opportunity to reengage with the learning / follow instructions
- ❖ If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room.
- ❖ If appropriate, a member of the Senior Leadership Team will be called to support.

### **4. Time Out**

The child will be asked to take time to think about their behaviour. 'Time Out' will take place either in the classroom or in a different room. In general, three minutes should be enough time for the child to consider their actions and how they need to change their behaviour.

If a child needs additional time out from learning, the class teacher may decide that the child then needs to complete the missed learning time at morning or lunchtime break. It will be explained to the child that they are missing time from their break as they missed time from their learning due to their behaviour choices.

### **5. Repair**

A time out should be followed by a restorative conversation between the child and the teacher/teaching assistant who dealt with the behaviour. Once the behaviour has been discussed, the child should re-engage with the whole class learning.

Learners' may have their behaviour monitored by teachers or Senior Leaders to show progress towards agreed targets. At West Tytherley CE Primary School, we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

### **Partnership Stage**

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues.

The learner will expect to be supported by a Senior Leader, who will:

- ❖ Support and if necessary facilitate restorative (repair) conversations between the member of staff and learner
- ❖ Develop an appropriate action plan with the learner
- ❖ Monitor and review and mentor using an action plan
- ❖ Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- ❖ Inform and involve parents in supporting these actions (if required).

All these matters will be confirmed in writing and recorded.

### **Internal Reflection**

Should a child who is engaged in, or at the end of the partnership stage, continue to struggle to manage their behaviour whilst at school. An agreed period of internal reflection time can be put in place. This will involve the child completing their lesson work under supervision of a member of SLT separately to their class. This creates an opportunity for the class to reset their learning environment in line with school expectations and provides further opportunities for reflection and conversation between the child and member of SLT to support their reintegration back into class in order for it to be successful. This stage is the final stage before a child will be moved to the last resort of exclusion.

## **Consistencies**

### **All staff**

1. Be consistent, calm and fair
2. Daily meet and greet at the door
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners
5. A mechanism for positive recognition is used in each classroom throughout each lesson.
6. Refer to the school's Ready, respectful, safe and '4 Values' in all conversations about behaviour
7. Give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are behaving poorly – behaviour is everyone responsibility.

### **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet learners and parents at the beginning of the day
2. Be a visible presence around the site
3. Celebrate staff and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice

## **Serious Behaviour Matters**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher. These incidents will be managed in line with the school's policy on preventing bullying, managing violent and racial incidents in schools.

Such incidents could include:

- ❖ Intentional physical aggression towards adults or peers
- ❖ All forms of bullying
- ❖ Prejudice & Racist, sexist or homophobic comments
- ❖ Damage to property

## **Bullying**

*(Please refer to our separate 'Anti-Bullying policy' for more information on bullying and how the school responds to incidents of this nature).*

Bullying of any kind is unacceptable at our school and therefore we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

## **Off site and out of hours activities**

The school's behaviour policy applies when children are taking part in day and residential visits, attending after school clubs and other out of hours' activities organised by the school or when representing the school in off-site activities.

The school reserves the right to refuse permission for any child to participate in these activities if it is considered that their behaviour will disrupt the learning of others or jeopardise their own safety or the safety of others. If teachers are concerned about a child in this respect they are expected to discuss the situation with the headteacher who will make an informed decision notify parents.

## **Travelling 'to and from' school**

When pupils are travelling to and from school, they are wearing school uniform and are therefore representing the school. Inappropriate behaviour occurring during these times can impact on the childrens' safety, the reputation of the school and may influence the children's behaviour in school. Therefore, the school considers that the behaviour policy still applies and the staff will work in a partnership with parents to resolve any problems.

When an incident is reported to the school about inappropriate behaviour occurring whilst a child is travelling to and from school, the school will:

- Investigate the incident
- Inform parents and agree a way forward.
- Depending on the nature of the incident parents may be asked to collect their child from reception at the end of the day for a specified period of time.
- It may be appropriate to involve the Community Police Support Officers.

## **Exclusions Policy Statement**

In order for children to achieve their best academically, they must feel safe from physical and verbal aggression and disruption.

There is a clearly defined progression of strategies which we employ when the behaviour of a child falls short of our expectations (as detailed above). Exclusion is used as a last resort when we have exhausted all these strategies and a child has been

unable to demonstrate an acceptable level of behaviour as set out in this behaviour policy.

Children will normally be excluded in the first instance for a fixed period of time. If the child continues with persistent and serious misbehaviour, then the periods of exclusion will become longer. On their return to school an appointment is always made for the child's parents/carers to meet with the Headteacher to discuss the arrangements for the child's re-entry into school.

Examples of incidents which will result in either fixed term or permanent exclusions are listed below although this is not an exhaustive list:

- ❖ Serious cases of persistent bullying or intimidation. When all the facts have been gathered, those responsible may be excluded for a fixed period of time in the first instance. Where such behaviour is repeated, the school will seriously consider a permanent exclusion.
- ❖ If any child brings an item of any description into school which can be used in an offensive way to intimidate or threaten other children and/or adults they will be excluded from school for a fixed period of time in the first instance. Investigations into the incident may result in further days of exclusion or permanent exclusion.
- ❖ If any member of school staff is physically assaulted the pupil concerned will be excluded from school for a fixed period of time in the first instance.

In all cases where a fixed term exclusion is issued parents/carers will be informed and an individual support programme drawn up and targets set to help prevent a reoccurrence of similar behaviour in the future.

Work will usually be set for a fixed term exclusion and an appointment given for parents to come to school to discuss the support that will be offered and targets set in order to avoid an occurrence of similar behaviour in the future.

## **Physical Intervention & Use of Reasonable Force Policy**

**Reasonable force** is defined as 'actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.'

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision as to whether to physically intervene - or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

School can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil disrupting a school event, trip or visit
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others

- Prevent a pupil from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts.  
(Schools cannot use force as a punishment – this is always unlawful).

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour.

The policy takes into account the Governor Body's statement of behaviour principles and seeks to address these and incorporate the principles into the school's behaviour policy. The school has a variety of recording sheets to monitor and track incidents of behaviour **(Appendix 2)**.

*See also the following policies and documents:*

*Staff Code of Conduct*

*Teaching and Learning*

*Health and Safety*

*Anti-Bullying*

*Exclusion*

*Single Equality Policy*

*Physical Intervention & Restraint*


*Inclusion*

*SEN (Special Educational Needs)*

*Complaints*



## APPENDIX 1 : BEHAVIOUR BLUEPRINT

		<b>Over and Above Recognition</b>	<b>Relentless Routines</b>	<b>4 School Values</b>
<b>Adult Behaviour</b>		We look for children who: ★ Put others first ★ Stick at something ★ Show good manners We recognise these behaviours through: ● Praise ● A phone call home ● Positive note/email home ● Celebration assembly ● House points	● Wonderful walking ● Mealtime Manners ● Respectful interactions	● Care ● Trust ● Respect ● Responsibility
<b>Stepped Sanctions in private</b>		<b>Restorative Questions</b>		<b>Behaviour Blueprint</b> We believe in giving every child support and respect. We believe that all behaviour is communication, so every effort is made to understand it. Consequences begin with a conversation that aims to support and improve a child's behaviour. All responses to unwanted behaviour should be immediate, appropriate and consistent.
Numerous 'drive bys' to have taken place before stepped sanctions 1. Reminder of expectations 2. Warning 3. Last chance (using microscript) 4. Reflection time (3 minutes) 5. Restorative conversation		1. What happened? 2. What were you <b>thinking and feeling</b> at the time? 3. Who was <b>affected</b> by the actions? 4. How did that make them feel? 5. What <b>needs to be done</b> to make things right? 6. How can we <b>do things differently</b> in the future?		
		<b>Serious Breaches</b>		<b>Microscript</b>
		- Intentional physical aggression to adults or peers - Prejudice and racism - Bullying - Damage to property		I've noticed that you..... You know the school expectation is.. (reminder of rule)... Last week, I really liked it when you (add a positive memory)... and that's the ... we want to see. Thank you for listening. Now you have chosen to go for time out to reflect for .. minutes.

## APPENDIX 2 : CPOMS record

- Date and time of the incident
- Full names of all people involved (First and Last, staff and children)
- Where the incident occurred and precursor/context to event
- Record in 3<sup>rd</sup> person
- Keep report factual, describe what was seen and heard without giving and opinion (~~Thomas was angry because he thought it was unfair.~~ Thomas Wren said, ' It's not fair, it was my go.' He was red in the face and shouting.)
- Record children's exact words when possible
- If sharing a professional opinion is necessary say ' It is the professional opinion of Jenny Tytherley that *...there has been a noticeable change in behaviour*



*which suggests that Thomas Wren is finding it harder to cope with the demands of school'*

- Consequences. What educational/protective consequences have been given?
- Actions. What actions need to be taken? Who needs to action them?  
Remember to tell anyone in person if you have requested they take an action.